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ABSTRACT

The Elementary Secondary Education Act Title VII Bilingual Program operated at the Bilingual Mini School housed in P.S. 59 completed its third year in operation and will be expanded next year to include fourth grade participants. Grades serviced by the program during 1973-74 were Kindergarten, first, second and third. Instructional procedures in each classroom took place in the dominant language of the participating students. Classrooms in the Bilingual Mini School were divided into English and Spanish dominance with one bilingual classroom on a second grade level. Regardless of language dominance, the signs, objects, and pictures around the room were labeled in both English and Spanish. Through the use of two languages as means of instruction, the goal of the program is the development of a learning program which will allow students to become proficient in comprehension, speaking and reading in both English and Spanish. The curriculum of the Bilingual Mini School focused not only on academic achievement but also on the cultural development of participating students. Besides films and stories relevant to the Hispanic and Black heritages, field trips were conducted to enhance the cultural awareness of the students. Many of the teachers in the program felt that this cultural aspect of the program needs to be expanded. (Author/JM)

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FINAL EVALUATION REPORT

TITLE VII

COMMUNITY SCHOOL DISTRICT NO. 10

BILINGUAL MINI SCHOOL

B/E 51-47601

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July 1974

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UD014931

PROGRAM DESCRIPTION

The E.S.E.A. Title VII, Bilingual Program operated at the Bilingual Mini School housed in P.S. 59. This school is situated in the Tremont section of Community School District 10 (N.Y.C.). The Bilingual Program completed its third year in operation and will be expanded next year to include fourth grade participants. Grades serviced by the program during 1973-74 were Kindergarten, first, second and third.

The participating classrooms were centrally located on the second and third floors of P.S. 59. The proximity of the classrooms to one another afforded the program an opportunity to maintain a cohesiveness and identity of its own within the school while not isolating it from other students, staff and activities of the formal school structure. For example, the students in the Bilingual Program had lunch with the rest of the student body, put on shows for the entire school and received those supportive services (e.g., medical and psychological) available to students at P.S. 59. These interactions with the overall school population did not detract from the identity of the Mini School but, rather, served the function of preventing the program from being labeled as an isolated, remedial program for Spanish-speaking children.

Instructional procedures in each classroom took place in the dominant language of the participating students.

Classrooms in the Bilingual Mini School were divided into English and Spanish dominance with one bilingual classroom on a second grade level. Regardless of language dominance, the signs, objects and pictures around the room were labeled in both English and Spanish.

Through the use of two languages as means of instruction, the goal of the program is the development of a learning program which will allow students to become proficient in comprehension, speaking and reading in both English and Spanish.

Since it is impossible to develop linguistic fluency in a vacuum, the curriculum of the Bilingual Mini School focused not only on academic achievement but also on the cultural development of participating students. Besides films and stories relevant to the Hispanic and Black heritages, field trips were conducted to enhance the cultural awareness of the students. As documented by collected data, many of the teachers in the program felt that this cultural aspect of the program needs to be expanded in order to service the individual needs of all participating children. In January 1974, field trips were temporarily discontinued due to the fuel crisis. The trips were resumed as fuel became more available.

Neighborhood walks were conducted periodically to provide first-hand experiences complementing the social studies curriculum of the program. During the 1972-73 academic year, these neighborhood walks were supervised by the project coordinator (assistant to the project director) who initiated and supervised this aspect of the program. During this past academic year, each individual teacher was responsible for planning neighborhood walks for their respective classrooms. The neighborhood trips were relegated to each teacher because the present project coordinator spends a half day teaching in a classroom and the other half carrying out the duties of coordinator. As a result, this component of the social studies curriculum has not been as strongly emphasized as in previous years.

PARTICIPATING STUDENTS

The program maintained an on-going enrollment of 214 children. In September, 246 children were registered but many families have relocated from the Tremont section because of fires and reconstruction in the immediate area. The specific breakdown of the Mini School student population (May 1974) per grade level was:

Grade	No. of Classes	Hispanic Children	Black Children	Total Enrollment
K	4	43	14	57
1	2	48	10	58
2	3	48	13	61
3	2	28	10	38

Participation in this program was voluntary. During the initial registration of a child at P.S. 59, a parent was made aware of the available programs within the school. The decision as to which program would best suit the needs of the child was then made. In the Bilingual Mini School, children were placed in classrooms in accordance with their respective language dominance (English, Spanish, Bilingual). This placement was based on results of oral tests administered by the teachers as well as on a review of previous school records which, in many instances, are obtained from Puerto Rico or other Latin American countries.

A substantial number of students enrolled in the program during 1973-74 had participated in the Bilingual Program in previous years.

PROGRAM PERSONNEL

The staff of the Bilingual Program includes nine (9) regular classroom teachers. Seven (7) of these teachers were paid through city tax levy and two (2) were funded under Title VII. All teachers were New York City licensed. In addition to these nine (9) full-time teachers, the program also had the use of four (4) "cluster" teachers. Two (2) of these "cluster" teachers were funded by Title VII while the other two (2) were paid through city tax levy. These "cluster" teachers spent one period (45 minutes) daily in each of the Mini School classrooms. During these periods, the "cluster" teachers functioned as resource individuals. Under the supervision of the project director, these "cluster" teachers provided supplementary instruction in E.S.L. (English as a Second Language).

Nine (9) other adults were also assigned to the Bilingual Mini School. Three (3) of the individuals were funded through Title VII as educational assistants and served as instructional and organizational aides to the classroom teachers. Four (4) other educational assistants had been assigned from the educational assistant complement of P.S. 59. The other two (2) individuals were trainees from Helping to Build Better Bridges (a bilingual training program for teachers). The majority of educational assistants were bilingual (English-Spanish).

Within the instructional staff at the Bilingual Mini School, there were three (3) bilingual teachers and one (1) E.S.L. teacher. Both the bilingual and the E.S.L. teachers were not assigned to regular classrooms. Their responsibilities entailed going into classrooms and providing supplementary services in language arts.

PROJECT DIRECTOR

The project director assigned to the Bilingual Mini School proved to be a capable administrator. The director was involved in the overall planning and implementation of all activities for the Mini School. Supportive services from the regular P.S. 59 school structure were enlisted to supplement the training of the Mini School staff.

TRAINING FOR PROGRAM STAFF

Although not directly involved in the Bilingual Program, other professionals at P.S. 59 also provided assistance in the form of in-service workshops for staff. For example, the assistant principal in charge of the Early Childhood Program provided in-service training for both the teachers and educational assistants of the Mini-School. The areas covered in these training sessions ranged from the use of audio-visual equipment to demonstrations of reading approaches.

Throughout the school year, weekly training sessions were conducted by the assistant principal for the educational assistants. These training sessions focused on the philosophy and goals of the program and attempted to provide the paraprofessional staff with the needed instructional skills which the Bilingual Mini School requires. Some of the areas covered in these training sessions were:

1. Use of audio-visual techniques in telling stories,
2. Reading-readiness (Spanish and English),
3. Development of comprehension skills,
4. Phonics and structural analysis,
5. Use of games as instructional methods (e.g., for reading skills), and
6. E.S.L. (English as a Second Language) and S.S.L. (Spanish as a Second Language) demonstration lessons.

In addition to regular seminars, new teachers attended in-service courses provided by the District and met every Monday with assistant principals in P.S. 59.

Besides the resource personnel provided by P.S. 59, professionals at the District level were brought in to conduct in-service training sessions. Some of these individuals were: Mr. S. Leibman, Learning Resource Center (Audio-Visual Coordinator in District); Mrs. C. Poste, District Mathematics Coordinator; and Mrs. L. Lerner, District Reading Coordinator.

The project director provided direct feedback and supervision based on frequent observation of classroom instructional activities to the teachers.

Staff meetings were held on a regular basis to discuss difficulties which had arisen, and introduction of new materials and techniques.

MATERIALS

Materials for the program were generally adequate and readily accessible. Although the teachers reported that they were generally satisfied with the materials, there were several complaints about the quality and lack of Spanish materials in content related areas. The teachers in the Spanish-dominant classes were aware of the difficulty involved in finding materials appropriate for the reading levels and cultural surroundings of the children. The lack of good Spanish texts suitable for the metropolitan area student was a function of the market rather than an unwillingness or budget limitation preventing the director from securing the needed materials.

Overall, there were no major problems with the acquisition of materials. A wide range of instructional materials geared to the needs and interests of participating students were available.

In each classroom, learning games were available. The kindergarten classrooms had a relatively large quantity of instructional games designed to reinforce basic skills and concepts such as time, space, quantity, color and location. Even though classroom space was somewhat limited, special interest areas were located in every classroom. For example, in a specific area of the room, materials, objects and games pertaining to science were visible and available to the students while, in other areas, similar arrangements were found for reading, math and other subject areas.

Lack of facilities continued to be a problem for the Bilingual Mini School. Many inconviences were created in the operation of the school by limited office and storage space. This was exemplified by the use of the project director's office as a storage area for instructional materials.

In some instances, the lack of space impeded the learning process in one of the kindergarten classrooms. Language lab equipment and tapes were purchased during the last school year but, due to the lack of available classroom space, the equipment could not be set up during the 1972-73 academic year. In order to set up this needed equipment, a partial partition was erected in one kindergarten classroom during mid-Winter 1973-74. This proved to be an unworkable situation. There was not enough room for the students to move about freely and a somewhat hazardous situation was created. In addition, noise from either group (the kindergarten students or those using the lab) interfered with instructional activities taking place in each section of the room.

An alternative to this situation may be to relocate the Bilingual Mini School to one of the school's annexes.

INSTRUCTIONAL ACTIVITIES

Instructional activities were supervised by the classroom teachers with assistance from the educational assistants or aides assigned to each room.

In teaching content, subject matter was introduced entirely in the dominant language of the child. After the initial introduction of the lesson, the class was divided into small groups according to their skill levels. The teacher and assistant then proceeded to work with these small groups or with individual children who had difficulties in specific areas. The only time instruction was not in the child's dominant language was during second language learning. Emphasis in the second language development was placed on oral exercises. Reading development was stressed in the upper grade levels.

Instruction took place in both languages in the bilingual classroom. The morning sessions were conducted entirely in Spanish and the afternoon classes were conducted in English. This provided for sustained instruction in both languages. In order to fully implement this instructional technique, the staff assigned to this class were bilingual (Spanish and English).

Although this method proved to be effective, some consideration should be given in following years to the feasibility of using a "concurrent" method of instruction in the bilingual and other classrooms. In the "concurrent" method, both English-dominant and Spanish-dominant children would be receiving instruction in the same classroom. The teacher would present the lesson in one language followed by presentation in the second language. This method, if adopted, should be used only in sessions where content is being taught and not in second language classes. In using this method, it is important that language acquisition not be stressed -- students would be addressed in and expected to answer in their dominant language only. The advantage of such an instructional method is that the students would have more contact with students of opposite language dominance and would also have more exposure to the second language that they are learning.

To use this approach adequately, the teachers should be fully bilingual and should receive in-service training as well as supervision in utilizing this instructional method.

SUMMARY

A major asset of the Title VII Bilingual Program was the overall positive attitude of the staff toward the development of each student. Teachers and other adults were both interested and motivated in assuring the academic progress and emotional well-being of all the participating children.

All efforts were made to acquire materials that were generally adequate and appropriately geared to the actual reading levels of the students. Daily instructional activities focused on the development of language and academically-related skills in both languages.

With the addition of new instructional personnel during the second term, the program was able to place more emphasis on E.S.L. and S.S.L. activities than in the earlier part of the academic year.

The participating students appeared happy in the atmosphere created in the Mini School and participated candidly and freely in classroom activities. The small group and individualized instruction were well supervised and well organized.

Although the program did not completely achieve all stated objectives, the program was successful in general and profitable to the participating students.

IMPLEMENTATION OF FINAL RECOMMENDATIONS OF THE 1972-73 EVALUATION REPORT

1. It was recommended that teachers and educational assistants from minority groups being served by the program continue to be assigned to the program. New teachers added to the program in 1973-74 were mostly of Puerto Rican and Cuban backgrounds.

2. It was recommended that participating classrooms be located in a specific area in the school building. Classroom arrangement for the 1973-74 year was such that all rooms were clustered in specific areas on the second and third floors. No classroom was isolated from other Bilingual Mini School rooms. Recommendation implemented.

3. Additional storage space has not been secured due to the general shortage of space at P.S. 59. With the continued expansion of the Bilingual Program, this shortage has become even more critical. The principal and project director at P.S. 59 worked closely to try to resolve this problem. One viable solution still under consideration is relocating the Mini School in an annex.

4. Floor mats were not purchased for the kindergarten classrooms. The program staff did not feel such mats were needed and preferred that funds be allocated to purchase additional instructional materials.

5. It was recommended that some of the duties of the program coordinator be refocused. The 1972-73 program coordinator did not return to the Mini School in the Fall of 1973. A program teacher had been assigned half-time to fill the vacant position thus limiting the possibility of refocusing and expanding the duties of the program coordinator.

6. An E.S.L. teacher and a bilingual teacher were assigned to the program despite the substantial difficulty in finding licensed and trained personnel. Recommendation implemented.

FINAL RECOMMENDATIONS

1. It is again recommended that teachers and educational assistants assigned to this program be selected to fully reflect the minority groups serviced by the Mini School. An advantage of this policy is that it provides the children of the various minority groups with adult role models.

2. Storage space for materials and equipment, and facilities for office space and conferences are still needed. Because all available space at P.S. 59 is used to full capacity, the needs of the Mini School can be met only if the entire Mini School is relocated to another facility.

3. Although the language lab equipment has been set up as recommended, the present situation is unworkable. The use of one classroom for both a lab and a regular classroom is not only distracting to students in both groups, but it is also hazardous to the kindergarten children whose mobility is limited by the partial partition. As such, it is recommended that this procedure not be continued for the 1974-75 year and that additional space be used for setting up the language lab equipment.

4. It is suggested that the project director consider the use of a "concurrent" method of bilingual instruction in content areas only. With a well-trained staff, this method offers the advantage of having students exposed to their second language.

EVALUATION OBJECTIVES

The evaluation focused on the instructional component of the Bilingual Program. A series of performance objectives were set forth in the evaluation design which indicated:

1. The instruments to be used and their administration dates.

2. The methodology is to be employed in collecting data and ascertaining the extent to which each objective is attained. The major performance objectives measured were: reading readiness, reading achievement and language acquisition.

Process data was periodically collected through classroom observations, interviews with program staff and checklists distributed to the staff. This data provided information in anecdotal and quantifiable terms which is tabulated and reviewed to measure the effectiveness and adequacy of daily activities in the classroom.

OBJECTIVE 1

TO SIGNIFICANTLY IMPROVE THE READING READINESS AND READING ACHIEVEMENT SCORES FOR 50 PERCENT OF THE KINDERGARTEN AND FIRST GRADE ENGLISH DOMINANT CHILDREN IN THE PROGRAM AS MEASURED BY PRE AND POST ADMINISTRATION OF THE BOEHM TEST OF BASIC CONCEPTS.

DATA

English dominant children in the kindergarten grades were tested in October 1973 and May 1974. After consultation with the first grade teacher, the evaluator selected another test for first grade participants as the May 1973 Boehm test results for this group indicated they were prepared for a reading test. The Primer Battery of the Metropolitan Achievement Test was administered to first grade students.

BOEHM TEST

The Boehm Test of Basic Concepts measures a child's mastery of those concepts which are considered essential for reading skills development and for achievement in the first years of school Form A, booklets 1 and 2, were utilized pre and post. The test consists of 50 items which can be classified into four "context categories." The number of items per category are:

Symbol	Category	Number of Items
S	Space (location, direction, orientation dimension)	23
Q	Quantity (and numbers)	18
T	Time	4
M	Miscellaneous	5

Using the Matched-pairs t-test, it was determined that the level of improvement for each "context category" and total score was statistically significant. Pre and post mean scores (raw scores) and levels of significance are reported in Table 1.

Table 1

BOEHM TEST RESULTS FOR ENGLISH DOMINANT CHILDREN IN THE KINDERGARTEN (N=17)

CONTEXT CATEGORY	PRE-TEST MEAN	POST-TEST MEAN	t-VALUE	LEVEL OF SIGNIF.
S	13.95	20.29	8.03	.001
Q	9.63	15.18	6.81	.001
T	2.41	3.88	5.87	.001
M	2.63	4.24	5.18	.001
Total Score	28.37	43.59	10.34	.001

At the kindergarten level the objective was successfully achieved, as the number of students improving was statistically greater than 50% (z-test for percentages, $p \leq .001$).

METROPOLITAN ACHIEVEMENT TEST

The Primer Battery was administered to grade 1 English dominant children in October 1973 and May 1974. Pre and post scores are available on twenty-one (21) children. Using the Matched-pair t-test, it was found that as a group the student improved significantly ($p \leq .001$) in all three areas measured (See Table 2). Scores on the Primer are reported in terms of raw score as grade equivalent scores are not available from the test publishers.

Table 2

MAT RAW SCORE MEAN RESULTS AND LEVELS OBTAINED IN TESTING FOR IMPROVEMENT USING THE MATCHED-PAIRS t-TEST (N=21)

AREA MEASURED	PRE-TEST MEAN	POST-TEST MEAN	t-VALUE	LEVEL OF SIGNIF.
Listening for Sounds	22.86	33.57	5.48	.001
Reading	17.23	28.05	8.75	.001
Numbers	12.77	29.81	11.04	.001

At the first grade level the objective was also achieved as the criteria of 50% improvement was met (z-test for percentages testing at 50% was $p \leq .001$). Objective one was sussessfully achieved.

OBJECTIVE 2

TO SIGNIFICANTLY IMPROVE THE READING READINESS AND READING ACHIEVEMENT SCORES FOR 50 PERCENT OF THE KINDERGARTEN AND FIRST GRADE SPANISH DOMINANT CHILDREN IN THE PROGRAM, AS MEASURED BY PRE AND POST ADMINISTRATION OF THE BOEHM TEST OF BASIC CONCEPTS (SPANISH EDITION).

DATA

Spanish dominant children in the kindergarten grades were tested in October 1973 and in May 1974 with the Boehm Test. Level 1, Inter-American Series Test of Reading, was administered to Spanish dominant first graders. Previous year scores on standardized tests indicated that the Boehm Test would be too easy for the children and would not serve the purpose of determining improvement over the seven month period between testing.

BOEHM TEST

Pre and post test results are available on twenty-four (24) Spanish dominant children in the kindergarten. Pre and post scores are reported in Table 3. Using the Matched-pairs t-test, it was determined that the group evidenced significant improvement (See Table 3).

Table 3

BOEHM TEST RESULTS FOR SPANISH DOMINANT CHILDREN IN THE KINDERGARTED (N=24)

CONTEXT CATEGORY	PRE-TEST MEAN	POST-TEST MEAN	t-VALUE	LEVEL OF SIGNIF.
S	10.89	18.87	10.44	.001
Q	7.37	13.78	12.01	.001
T	1.57	3.00	5.43	.001
M	1.74	3.83	9.80	.001
Total Raw Score	20.96	39.48	14.57	.001

The percentage of students evidencing improvement was significantly ($p \leq .001$) greater than 50 percent. The objective was achieved at the kindergarten level.

LEVEL 1 INTER-AMERICAN

This Test of Reading in Spanish was administered to grade 1 participants in October 1973 and in May 1974. Pre and post scores are available on twenty (20) students. Three raw scores are provided by the test:

Vocabulary	(Highest possible score: 40)
Comprehension	(Highest possible score: 40)
Total Reading	(Highest possible score: 80)

The classroom teachers administering this test found that during pre-testing the test was rather difficult; therefore, the teacher read the test items aloud. The same procedure was followed for the post-testing because a significant change in the test administration process biases the results. The reading aloud of the test accounts for the rather high scores on the Level 1 form for the first grade students. This should be taken into account, particularly when considering the second grade results. (absence of teacher reading aloud) on this Level 1 test. Pre and post mean scores are reported in Table 4 as well as levels obtained in testing improvement utilizing the Matched-paire t-test.

Table 4

RAW SCORES LEVEL 1 INTER-AMERICAN SERIES TEST OF READING
SPANISH DOMINANT GRADE 1 PARTICIPANTS (N=20)

AREA MEASURED	PRE-TEST MEAN	POST-TEST MEAN	t-VALUE	LEVEL OF SIGNIF.
Vocabulary	28.79	33.59	4.75	.001
Comprehension	32.75	36.74	7.37	.001
Total Reading	62.71	70.33	-8.00	.001

The objective was achieved at the first grade level. Using the z-test for percentages it was determined that the percentage of students improving was not significantly different than 50%.

OBJECTIVE 3

TO IMPROVE THE READING ACHIEVEMENT SCORES OF 50 PERCENT OF THE ENGLISH DOMINANT CHILDREN IN THE PROGRAM IN THE SECOND AND THIRD GRADES BY A MINIMUM OF SIX MONTHS AS MEASURED BY PRE AND POST ADMINISTRATION OF THE METROPOLITAN ACHIEVEMENT TEST.

DATA--SECOND GRADE

The Primary I Level was administered in October 1973 (Form F) and in May 1974 (Form G). Pre and post scores are available on the thirty-five (35) English dominant children in grade 2. The mathematics section of the test was administered pre/post to these students and results have been included in this report.

Mean pre and post scores are reported in Table 5. Levels obtained in testing for improvement using the Matched-pairs t-test are also reported. Predicted post scores (Bond Singer) were compared to actual post test results.

Table 5

MAT MEAN GRADE EQUIVALENT SCORES FOR SECOND GRADE DOMINANT CHILDREN AND LEVELS OBTAINED IN TESTING FOR IMPROVEMENT (N=35)

AREA MEASURED	PRE-TEST	PREDICTED POST-TEST	ACTUAL POST-TEST	t-VALUE	LEVEL OF SIGNIF.
Word Knowledge	1.68	1.81	2.29	4.41	.001
Word Analysis	1.57	1.70	2.16	5.50	.001
Reading	1.59	1.71	2.39	5.19	.001
Total Reading	1.64	1.77	2.32	6.77	.001
Math	1.68	1.81	2.71	8.44	.001

The objective for second grade was achieved, as the percentage of students improving six months was not significantly different than 50 percent for the reading. Nineteen (19) students achieved a minimum of six months growth above their Bond Singer predicted score. In mathematics, the percentage achieving six months growth was significantly better than 50%

DATA--THIRD GRADE

The MAT Primary II Level was administered to English dominant third grade students in October 1973 (Form F), and May 1974 (Form G). Pre and post scores

are available on twenty-two (22) students. Mean scores in grade equivalent terms are reported in Table 6. Analyses to determine objective achievement compared predicted post (Bond Singer) to actual post results using the Matched-pairs t-test.

Table 6

MAT MEAN GRADE EQUIVALENT SCORES FOR THIRD GRADE ENGLISH DOMINANT CHILDREN AND LEVELS OBTAINED IN TESTING FOR SIGNIFICANCE (N=22)

AREA MEASURED	PRE-TEST	PREDICTED POST-TEST	ACTUAL POST-TEST	t-VALUE	LEVEL OF SIGNIF.
Word Knowledge	2.14	2.29	2.84	5.89	.001
Reading	2.07	2.21	2.67	4.90	.001
Total Reading	2.14	2.30	2.77	7.55	.001

The objective was achieved, as the percentage of students meeting the criteria of six months improvement was not significantly different than 50% (z-test for percentages). Twelve (12) students achieved a minimum of six months growth above their Bond Singer predicted post score.

OBJECTIVE 4

TO SIGNIFICANTLY IMPROVE THE READING ACHIEVEMENT SCORES OF 50 PERCENT OF THE SPANISH DOMINANT CHILDREN IN THE PROGRAM IN THE SECOND AND THIRD GRADES AS MEASURED BY PRE AND POST ADMINISTRATION OF THE INTER-AMERICAN SERIES TEST OF READING (IN SPANISH).

DATA

Level 1 was administered to second grade students in October 1973 and May 1974. Pre and post scores are available on thirty (30) students. Mean raw scores are reported in Table 7, as well as levels obtained in testing for significance using the Matched-pairs t-test.

Level 2 was administered to third grade students in October 1973 and May 1974. Pre and post scores are available on sixteen (16) students. Mean raw scores are reported in Table 8. Grade equivalents are not available from the test publisher for either level of the Inter-American Series Test of Reading.

Table 7

RAW SCORES INTER-AMERICAN SERIES TEST OF READING (LEVEL 1) FOR SECOND GRADE PARTICIPANTS (N=30)

AREA MEASURED	PRE-TEST MEAN	POST-TEST MEAN	t-VALUE	LEVEL OF SIGNIF.
Vocabulary	16.97	28.94	7.38	.001
Comprehension	11.97	22.23	6.15	.001
Total Reading	27.76	50.56	7.40	.001

Table 8

RAW SCORES INTER-AMERICAN SERIES TEST OF READING (LEVEL 2) FOR THIRD GRADE PARTICIPANTS (N=16)

AREA MEASURED	PRE-TEST MEAN	POST-TEST MEAN	t-VALUE	LEVEL OF SIGNIF.
Vocabulary	19.80	21.25	0.84	NS
Comprehension	10.00	12.62	1.17	NS
Speed	22.45	23.19	0.41	NS
Total Reading	52.25	57.06	1.20	NS

The objective was achieved at the second grade level. Using the -test for percentages, it was found that the percentage of students improving was significantly greater than 50 percent ($p \leq .001$). The objective was not achieved at the third grade level.

OBJECTIVE 5

TO DETERMINE IF THE PROGRAM HAS ADEQUATE FACILITIES AND MATERIALS FOR ALL CHILDREN TO DEVELOP BILINGUAL SKILLS (READING AND LANGUAGE ACQUISITION).

DATA

Structured pre and post checklists were developed by the evaluator and distributed to teachers and other instructional staff during November 1973 and May 1974. The checklists were designed to collect data on the quality and availability of materials and facilities. Rating scales were employed so that the data could be summarized in quantifiable terms. The checklists were completed and returned by 13 professionals and 7 educational assistants in the Bilingual Mini School.

As indicated by the returned checklists, all of the respondents felt that the materials available were generally adequate for the needs of the individual students as well as for the goals of the program. Most of the instructional staff agreed that there was no serious difficulty in obtaining materials for the language arts instruction.

Under the supervision of the Project Director and Coordinator, materials were ordered and distributed to various classrooms. In purchasing instructional materials, it was easier to find English materials than adequate Spanish materials. Most of the Bilingual teachers expressed a concern for a need to secure Spanish materials that were more appropriately geared to the metropolitan experiences of the students and reflected a wider range of interestd and skill levels. Some of the teachers expressed the desire that PS 59 and neighborhood public library make available Spanish books that are geared to the levels and interests of the elementary grade Hispanic child and bilingual child.

On the teacher checklists, a section was designed to elicit teacher ratings on quality and availability of materials. The component regarding facilities was evaluated through observations and interviews with program staff conducted by the evaluator. This has been reported in previous sections of the evaluation report.

On the checklist, teachers were asked to list and rate five most frequently used instructional materials. Where possible, the listings were compiled and placed into five general categories. The mean ratings were then computed. A five point scale was used on the teacher checklist with a range of very poor (1.0) to excellent (5.0). The data is presented in Table 9. The number of materials listed and rated in each category is indicated by the number appearing in the column M. While the overall availability of materials continued to be rated excellent, the quality of science materials was poor with Spanish reading, content matter and language arts being rated only fair to good.

Based on classroom observations of instructional activities in the Mini School, the evaluator felt that teacher ratings were accurate and that

materials used for developing bilingual language skills were adequate.

Some of the teachers and other staff members perceived a definite need for additional training in Spanish and Black culture. It was felt that this additional training would greatly aid the staff in developing activities which emphasized bilingual and bicultural skill utilization. Based on data collected throughout the 1973-74 academic year, this objective was satisfactorily achieved.

TABLE 9

TEACHER RATING OF MATERIALS IN THE BILINGUAL MINI SCHOOL

Material	N	Mean Ratings		Most Frequently Cited Individual Material
		Quality	Availability	
Reading Language Arts (English)	8	4.21	4.38	Bank Street Reader Miami Linguistic Reader
Reading Language Arts (Spanish)	5	3.20	3.66	Laidlow Brothers
Math	6	4.18	4.33	Addison-Wesley
Science	3	3.00	3.66	Schneider Science Series
Audio and Visual Equipment	8	4.12	4.00	Record players, overhead projectors

Scale Excellent 4.4 - 5.0 Good 3.0 - 3.6
Very Good 3.7 - 4.3 Poor 2.3 - 2.9
Very Poor 1.6 - 2.2

OBJECTIVE 6

TO DETERMINE IF THE PROGRAM IS CONDUCIVE TO IMPROVING THE BILINGUAL READING SKILLS AND VERBAL SKILLS OF THE PARTICIPANTS AS MEASURED BY INTERVIEWS WITH TEACHERS (PRE AND POST) AND CLASSROOM OBSERVATIONS (PRE AND POST) CONDUCTED BY A BILINGUAL EVALUATOR.

DATA

Nine (9) program teachers were interviewed in November 1973 and again in May and June of 1974. A structured interview guide was employed on both occasions. During this same period of time, classroom observations were conducted.

All of the teachers in the Bilingual Mini School had either training or experience in E.S.L. and/or bilingual education. In order to keep the instructional staff abreast of the latest methods and materials in E.S.L. and bilingual education, the project director conducted workshops and demonstration lessons.

New teachers to the program have had extensive classroom experience in E.S.L. or have had formal academic instruction in this area at an accredited school. During this past school year, two members of the instructional staff were matriculated in a graduate program specializing in the area of English as a Second Language. The Bilingual Mini School had an experienced and well-trained staff which was capable of advancing the goals of the program. The vast knowledge and experience of the teachers in E.S.L. was an invaluable resource to the effectiveness of the program. The addition of a full-time bilingual teacher to the staff greatly strengthened this component of the program.

All participating children received daily instruction in both their dominant and second language. To familiarize the students with the second language vocabulary, objects and charts on the walls were labeled in Spanish and English.

Each classroom had one or more bilingual instructional staff members available to them. As a result, daily lesson plans were able to focus on activities in either or both languages as well as to provide each child with the opportunity to communicate with a staff member in his dominant tongue.

The children observed appeared to participate openly in a relaxed atmosphere that existed in the classrooms. The fact that each child could be understood regardless of language spoken undoubtedly was a contributing factor to the high degree of participation. Based on data gathered through interviews and observations, a rating scale was designed to rate the learning atmosphere in the classrooms. In each classroom observed, four areas were rated: interpersonal relationships, stimulation, overall structure and anxiety. This information is recorded in Table 10 on the following page.

TABLE 10

LEARNING ATMOSPHERE RATINGS IN FOUR AREAS
BASED ON OBSERVATIONS IN EIGHT CLASSROOMS

Area	NUMBER OF CLASSROOMS IN EACH RATING				
	Very Low	Below Average	Average	Above Average	Very High
Interpersonal Relationships	-	-	3	4	1
Stimulation			3	1	4
Structure Organization	-	2	4	1	1
Anxiety Tension	2	5	1	-	-

OBJECTIVE 7

BY THE END OF THE SCHOOL YEAR, 40 PERCENT OF THE INSTRUCTION IN SCIENCE AND SOCIAL STUDIES WILL BE CONDUCTED IN THE SECOND LANGUAGE.

DATA

This objective applies only to participating third grade classrooms. Data was gathered through classroom observations in May and June 1974.

Keeping several factors in mind, this objective proved to be somewhat unrealistic. Neither third grade classroom achieved 40% instruction in the second language. The Spanish-dominant class came closest to meeting this criteria. These children are exposed to their second language, English, in their out-of-school life. This does not apply to their counterparts, English-Dominant children, who receive considerably less exposure to the Spanish language in the out-of-school environment. As such, it was easier for the Spanish-dominant children to develop English language skills and vocabulary skills and thus receive more subject matter instruction in their second language. While in their second language class (E.S.L./S.S.L), students did learn some content matter (science, math, social studies, etc.), but the overall emphasis was on the second language skill development rather than direct instruction in the second language.

Another difficulty in achieving this objective was the problem in obtaining appropriate materials geared to the reading level of the students in their second language.

Overall, the students showed substantial language skill development in the second language. But, as yet, they do not have sufficient bilingual skills to receive 40% of their science and social studies instruction in the second language. Although this objective was not achieved, the evaluator feels that this was more a function of the goal being unrealistic rather than any inadequacy on the part of the program.